

14-MED-02-0199

EVALUATION POLICY MODIFICATION

09-21-15
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1336-01
K31045

September 8, 2015

Through the collaborative efforts of the representatives of the GEVSD Board of Education and the representatives of the Granville Education Association, the following documents are created modifying the policies in effect September 7, 2015 to allow inclusion of "Safe Harbor" provisions. Accordingly, the Granville Education Association, through action of the membership of September 8, 2015, ratified the attached policies continuing the evaluation process currently in place modified by the inclusion of "Safe Harbor" language provisions. The applicable pages of policy are initialed and attached.

Specifically, the policies are:

- AFC-1 (Also GCN-1) "Evaluation of Professional Staff (Teachers)" [4 pages]
- AFC-1-R (Also GCN-1-R) "Evaluation of Professional Staff (Teachers)" [2 pages]

It is understood that the processes may be a subject of negotiation when the current collective bargaining agreement is under consideration.

FOR THE ASSOCIATION

FOR THE BOARD

[Signature]
Name

[Signature]
Name

President
Title

Superintendent
Title

9/10/15
Date

9-14-15
Date

EVALUATION OF PROFESSIONAL STAFF

(Teachers)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of their time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

If at any point the Ohio Department of Education/ORC no longer requires the use of data for all teachers as a component of the evaluation process any reference to data in this document will be deleted and not applicable.

All provisions are subject to the future negotiations process when bargaining a successor agreement effective July, 2017.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

Teacher Performance Calculation

Teachers are evaluated via a minimum of two formal observations and periodic classroom walk-throughs. The 50% teacher performance measure is based on the Ohio Standards for the Teaching Profession expressed in the OTES performance rubric.

The Board will review the evaluation procedure and instrument for the purpose of assessing teacher performance, or to modify the evaluation instrument at the written request of either party.

All evaluation programs, including supplementals, instruments, and schedules at the written request of either party shall be reviewed by a committee comprised of the Superintendent/ designee, principal(s), association officer(s), association member(s), and Board representative(s). The evaluation procedure agreed to by this committee shall be reduced to writing and submitted to the Association and Board for approval. If approved, such shall be the official evaluation procedure for the District.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures (SLO). When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Students with 60 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Most Effective, (2) Above Average, (3) Average, (4) Approaching Average, (5) Least Effective.

Professional Growth and Improvement Plans

Dependent on their final summative rating and student growth measure rating, each staff member will submit an OTES improvement plan or professional growth plan within 10 days of the completion of summative evaluation document during a "full" evaluation year. If in an "off year" evaluation the individual should submit a professional growth plan annually within 10 days of completing the post conference following the required observation.

If the final summative rating is "Accomplished" and student growth measures are average or above, the staff member submits their professional growth plan to their evaluator as designed not requiring supervisory input or approval. If a full OTES observation is required, the staff member selects their evaluator from the Board-approved evaluator list. Off year evaluators will be determined by the District administration.

If the final summative rating is "Skilled" and student growth measures are average or above, the staff member will submit their professional growth plan after mutually developing the plan with the relevant evaluator. If a full OTES observation is required, the staff member can give input into the selection of their evaluator from the Board-approved evaluator list. Off year evaluators will be determined by the District.

If the final summative rating is "Developing" or "Ineffective", or a staff member has below average student growth measures, the staff member must develop their improvement plan with the relevant evaluator. Full OTES observations are required, and the staff member has no input into the selection of their evaluator.

Evaluation Time Line

District administrators evaluate teachers annually. Full annual evaluations include a minimum of two formal observations at least 30 minutes each and a minimum of two classroom walk-throughs. One formal observation will be announced with a pre-and post-conference meeting between the evaluator and teacher. The other formal observation will be unannounced followed by a post-conference. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving final summative ratings of Accomplished on those teachers' most recent full evaluation carried out under this policy, and whose student growth measures are at least average or higher, every three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In off years at least one unannounced observation is carried out and at least one post-conference with the teacher is held along with a minimum of two walk-throughs. Additional observations may occur if the supervisor determines the need for subsequent observations supported by documentation developed during the first unannounced observation. Teachers can be placed back on a full evaluation cycle the following school year if off year evaluator concerns are not addressed during subsequent observations and walk-throughs.

The Board evaluates teachers receiving final summative ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher, every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In off years when an evaluation will not take place, one unannounced observation is carried out and at least one conference with the teacher is held.

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this policy as designated in the improvement plan. The Board will reimburse all teacher expenses for testing and professional development in accordance with state law.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results. Reference AFC-1-R

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Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Nothing in this policy insulates a limited contract, extended limited contract, or continuing contract teacher against contract nonrenewal or termination in any year of employment for misconduct or unethical behavior.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: March 21, 2011]

[Re-adoption date: April 15, 2013]

[Re-adoption date: November 19, 2013]

[Re-adoption date: April 25, 2014]

[Re-adoption date: November 17, 2014]

[Re-adoption date: September 21, 2015]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58

Chapter 4117

OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment

GBL, Personnel Records

GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

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EVALUATION OF PROFESSIONAL STAFF

(Teachers)

The procedures outlined below serve as guidance to the administration and teachers in implementing the Ohio Teacher Evaluation System (OTES) for the 2015-16 and 2016-17 school years. This document was created in consultation with the Granville Education Association. All provisions are subject to the future negotiations process when bargaining a successor agreement effective July, 2017.

Appendix E of the Board's Collective Bargaining Agreement with the Granville Education Association outlines the time line and procedure for all certified and licensed staff member evaluations.

Teacher evaluation final summative ratings will be determined in eTPES through a combination of 50% OTES teacher performance rubric and 50% student growth measures. Calculation of the final summative rating will be based on state statute methodology.

Teacher Performance Calculation

Teacher performance will include announced and unannounced formal observations, pre- and post-conference data, informal observations, walk-throughs and daily interactions. The OTES teacher performance rubric is used as the only job action factor in evaluations completed in the Spring of 2016 and the Spring of 2017. This applies to all staff members regardless of the category of data they receive (A, B, or C).

Evaluation Document Used:

Teachers: OTES model

Librarians: ODE-approved Librarian Professional Evaluation Document

Counselors: ODE-approved Counselor Professional Evaluation Document

Nurses: ODE-approved Nurse Professional Evaluation Document or Granville "Form B"

All other Certified Staff Members: Granville "Form B"

Student Growth Calculation

The District will assign 50% of student growth measures for Category A & B teachers.

1. Category A is defined as teachers receiving EVAAS reports with state assessment data.
2. Category B is defined as teachers receiving EVAAS reports with some or all data from Ohio Department of Education (ODE)-approved vendor assessments. (TerraNova, ACT QC, and NWEA MAP).

The District will utilize Student Learning Objectives (SLOs) for Category C teachers to represent the 50% of student growth measures.

1. Category C is defined as a teacher not fitting in the definitions of either Category A or B, but who provides student instruction for at least 50% of the employee's teaching assignment.
2. Data for students missing 60 or more of class meetings will be removed from SLO calculation.

Teachers new to the District will be subject to value-added data from the previous District of employment if available but job action will be limited to the teacher performance rubric in 2015-16 and 2016-17. If no value-added data is available, the teacher will use an SLO for data for summative evaluation in the initial year of employment.

Safe Harbor Definition

All data, including data from SLO's, vendor assessments, and state assessments, will continue to be reported in the eTPES system as 50% of a teacher's evaluation for the 2015-16 and 2016-17 school years. This data will not be considered for job action beyond the reporting level to satisfy the State of Ohio requirements for teacher evaluations.

Teacher Linkage

The District will annually participate in the linkage process to verify the percent of instruction attributable to each teacher. If a student's absence is above 60 days during the linkage process, the student will be removed from the roster.

Evaluation Time Line

See Appendix E in the Board's Collective Bargaining Agreement with the Granville Education Association.

Retention and Promotion

The District will use evaluation results for retention and promotion decisions. Reduction of force decisions will be based on the teacher performance rubric only. In circumstances of comparable evaluations, seniority in the District will be used. Student growth measures will not be used when meeting the threshold of comparable evaluations in Ohio Revised Code Sections (RC) 3319.17 and 3319.111. Continuing contract decisions will include the use of the teacher performance rubric and student growth measures and are subject to RC revisions that may occur.

Poorly Performing Teachers

Beginning with the 2017-2018 school year, a final summative rating of Ineffective on the teacher performance rubric for two of three most recent years may result in nonrenewal or termination pursuant to RC 3319.11 and 3319.16. A final summative rating of Developing for three of the four most recent evaluated years may result in contract nonrenewal or termination.

Professional Development

The District will allocate financial resources to support professional development according to Article 11 of the Board's Collective Bargaining Agreement with the Granville Education Association.

(Approval date: March 31, 2014)

(Approval date: September 21, 2015)

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